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ABSTRACT

The bibliography contains 57 references selected from Exceptional Child Education Abstracts on research studies relating to learning disabilities. One in a series of over 50 similar selected listings concerning the education of the gifted or handicapped, the bibliography cites research reports concerning testing, program evaluation, learning characteristics and processes, teaching methods, behavior modification, and other topics relevant to the learning disabled child. Bibliographic data, availability information, indexing and retrieval descriptors, and abstracts are provided for each entry. Author and subject indexes are included. (RD)

ED051597

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LEARNING DISABILITIES—RESEARCH

A Selective Bibliography

February 1971

CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

EC 032 434

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ABSTRACTS

ABSTRACT 10062

EC 01 0062 ED N.A.
Publ. Date 64 162p.
Lambert, Nadine; Grossman, Herbert
Problems in Determining the Etiology of Learning and Behavior Handicaps, Report of a Study.
California State Dept. Of Education, Sacramento
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; learning disabilities; identification; educational needs; psychological evaluation; medical evaluation; neurologically handicapped; neurological defects; clinical diagnosis; educational diagnosis; special programs; case studies (education); achievement gains; program planning; demonstration programs; behavior problems; psychological tests; special classes; group activities; group counseling; medical case histories; pathology; Bender Visual Motor Gestalt Test; Draw a Person Test; DAP; Wechsler Intelligence Scale for Children; WISC

In an attempt to determine whether or not medical factors in the records of emotionally handicapped pupils were of sufficient significance to warrant further identification procedures before providing a specific educational program, a sample of 20 children was studied. The sample included 17 boys and three girls with behavior and learning problems, enrolled in various education programs in grades 1 through 10 in the public schools. All 20 had their case histories taken, were given pediatric and open electroencephalograph examinations, and were evaluated by psychological tests (Wechsler Intelligence Scale for Children, Bender Visual Motor Gestalt, Draw-A-Person). Examinations by one team of physicians did not reveal any clearly defined neurological abnormalities. However, another pair of physicians rated 10 of the 20 medical records as showing evidence of neurological impairment. The two pairs of psychologists likewise differed in their diagnoses. Distinctions of the ratings of the medical and psychological diagnoses were both found to be significantly different (at the .01 level). The educational program conducted for the sample included (1) the special class, with individualized instruction for eight to 12 children, taught by a regular teacher assisted by a mental health specialist and the school guidance and curriculum staff, (2) the learning disabilities group, providing a specialist's instruction in remedial work for two to eight children, (3) the activity group, structured as a club with craft and play sessions, conducted after school for six to eight children, and (4) group counseling for the junior and senior high school students in groups of 10. Reading and achievement scores taken over a 2-year period indicated an average gain for the group as a whole exceeding what would be expected from pupils in regular classes. Conclusions and implications for educational planners were as follow--(1) reliable diagnosis is difficult in all but the most severe cases, (2) with reliable diagnosis, education of these pupils may succeed in classes for children with a variety of behavior and learning problems, (3) a special educational category is not necessary, and (4) programs must be developed in terms of educational needs of children and not on the basis of medical, psychological or sociological diagnoses. Tables include medical and psychological criteria from the two teams of physicians and psychologists. A bibliography cites 24 books, 64 periodicals, and four reports. The appendix presents case studies for each of the 20 children and provides the children's drawings from the Bender Visual Motor Gestalt and Draw-A-Person tests. (JW)

ABSTRACT 10132

EC 01 0132 ED 013 118
Publ. Date Mar 67 59p.
Beery, Keith E.
Preschool Prediction and Prevention of Learning Disabilities.
San Rafael City Schools, California
Marin Co. Supt. Sch. Off., San Rafael, California
OEG - 4 - 7 - 008742 - 2031, OEG - 4 - 7-068743-1507
EDRS mf,hc

Descriptors: exceptional child research; learning disabilities; tests; identification; preschool children; children; prediction; predictive measurement; prevention; auditory tests; task performance; prognostic tests; psychological tests; screening tests; longitudinal studies; language tests; psycholinguistics; Developmental Test of Visual Motor Integration; Illinois Test of Psycholinguistic Abilities; ITPA

The initial screening phase of a 4-year longitudinal study designed to predict and prevent learning disabilities in a general school population is reported. Children (aged 3 1/2 to 5 1/2) of an entire school district were invited to the schools to be screened for evidence of potential learning disability. These children were to be rescreened annually and tested for academic achievement at the conclusion of kindergarten and of first and second grade. Screening involved audiometric, visual, and psychological testing. Teachers administered the following tests to all children--Illinois Test of Psycholinguistic Abilities (ITPA), Developmental Test of Visual-Motor Integration (VMI), Kephart Perceptual-Motor Rating Scale, Peabody Picture Vocabulary Test, and Teacher's Behavioral Rating Scale. The 365 children in the experimental and control groups were assigned by matching sex, chronological age, mean ITPA language age, prekindergarten experience, and profile similarity. Results from the experimental children were forwarded to their future schools and physicians with suggestions for preventative guidance. It was found that boys did as well as girls in both the younger and older groups, which appears to be contrary to the more usual finding that girls are more ready than boys as they approach kindergarten age. Enrollment bias seems to be evidenced in the comparison between the results of older and younger children, as the younger children performed at a higher level, relative to their chronological ages, than did the older children. The test patterns revealed nearly twice as many visual-motor deficits as there were auditory-vocal deficits and almost twice as many association, encoding, and sequencing deficits as there were decoding (reception of information) deficits in both experimental and control groups. Figures and tables present statistical information. Thirty-six references are listed. (TM)

ABSTRACT 10174

EC 01 0174 ED N.A.
Publ. Date Sep 66
Wiener, Gerald
The Bender Gestalt Test as a Predictor of Minimal Neurologic Deficit in Children Eight to Ten Years of Age.
Johns Hopkins Univ., Baltimore, Maryland, Sch. Hygiene And Pub. Hea.
Nervous And Mental Disease, Volume 143, 1966.
EDRS not available

Descriptors: exceptional child research; learning disabilities; tests; premature infants; children; neurologically handicapped; minimally brain injured; handicap detection; psychological testing; intelligence tests; psychological tests; diagnostic tests; prediction; predictive measurement; predictive validity; predictive ability (testing); matched groups; Wechsler Intelligence Scale for Children; Bender Gestalt Test

Designed to relate types of Bender-Gestalt impairment to minimal neurological deficit, this study gathered data about 417 premature and 405 full term children, aged 8 to 10, and matched according to race, sex, and economic status. Data were obtained from hospital records, mothers reports, and a pediatric neurological evaluation at age 40 weeks. These data of pregnancy and obstetrical history, neonatal history, and pediatric neurological evaluation were applied to a 19 variable, unweighted scale used as an operational definition of minimal neurological deficit. Subjects were scored on the Wechsler Intelligence

Scale for Children and the Bender-Gestalt Test. Data on socioeconomic variables and maternal attitudes and practices were obtained. Analysis of data showed low but significant correlation of each of the Bender-Gestalt variables with the neurologic deficit scale and the birth weight. Seven individual Bender-Gestalt variables correlated .22 with a scale score related to presumed minimal brain damage. Gross distortions and inability to produce angles and curves seemed to be significant independent predictions. The total Bender-Gestalt Score significantly discriminated between neurologic groups when the verbal IQ and race were controlled, and between neurologic groups for both white and Negro children. This article appeared in the Journal of Nervous and Mental Disease, Volume 143, Number 3, pages 275-280, September 1966. (MM)

ABSTRACT 10179

EC 01 0179 ED 018 019
Publ. Date 66 47p.
Perry, Harold W.
A Perceptual Training Program for Children with Learning Disorders.
Memphis City Sch. System, Tennessee
EDRS mf,hc

Descriptors: exceptional child research; learning disabilities; teaching methods; program evaluation; tests; special classes; perception; perceptually handicapped; minimally brain injured

An experimental training program studied the effectiveness of new methods of identifying and teaching perceptually handicapped children with learning disorders. Subjects were selected by the following criteria--specific learning deficits, perceptual deficits, general coordination deficits, hyperkinesis, impulsivity, emotional lability, short attention span and/or distractibility, and equivocal neurological signs. Subjects selected were placed either in class type T (tractible or tranquil) or in type H (hyperkinetic). Experimental controls exercised included evaluation of all children before enrollment in special classes, unbiased selection, and assignment of some of the suitable children to regular classes. A 3-year evaluation was made. Curriculum focused on basic school skills, and teachers took account of the characteristic variability of perceptually handicapped children. Classrooms were adapted to eliminate distraction, and classes were kept small. Motor activity and repetition were structured into classroom activities. Special training was required of the teachers. The first year the 14 experimental subjects improved over the 10 controls with an average grade level difference of .13 in reading, 1.01 in spelling, and .92 in arithmetic. The second year the 31 subjects improved an average of 1.3 in reading, .9 in spelling, and .9 in arithmetic. Behavioral changes were also noted. The Bender-Gestalt tests were administered to measure perceptual growth. During the third year, with 94 subjects in 11 classes, average improvement was .8 in reading, .6 in spelling, and .6 in arithmetic. Tables of achievement scores are given. The sources of the teaching methods used are identified as Alfred Strauss and Laura Lehtinen, and the Frostig Program for Development of Visual Perception and the Hay-Wingo method of teaching reading and language skill are recommended. Drawings evidencing visual and visual motor perceptual growth of several children involved in the program are included as exhibits. A bibliography lists four items. (JD)

ABSTRACT 10296

EC 01 0296 ED 017 102
Publ. Date 65
Schulman, Jerome L. And Others
Brain Damage and Behavior, a Clinical Experimental Study.
EDRS not available

Descriptors: exceptional child research; learning disabilities; behavior; clinical diagnosis; diagnostic tests; educational diagnosis; minimally brain injured; behavioral science research; behavior patterns; identification; identification tests; psychological patterns; testing; psychological testing; psychological tests; test construction; Stanford Binet Intelligence Scale; Wechsler Intelligence Scale for Children; Bender Gestalt Test; Draw a Person Test

Results are related of a study which was undertaken to attempt to answer three questions--to what extent do eight techniques commonly used to diagnose brain damage co-vary, to what extent do the various behavioral symptoms that occur with brain damage co-vary, and to what extent do the diagnostic measures, singly or in groups, predict the presence of the behavioral symptoms. The study consisted of a correlational analysis of the results of a battery of tests which were administered to 35 retarded boys aged 11 to 15 and with Stanford Binet IQ scores from 50 to 80. The battery included traditional diagnostic tests of brain damage--the Bender-Gestalt Test, the Draw-a-Person Test, the Wechsler Intelligence Scale for Children, the Stanford-Binet Intelligence Scale, a standard neurological examination, and an electroencephalogram. Also administered were tests developed to measure objectively the alleged brain damage behavioral syndrome--hyperactivity, distractibility, inconsistency, and emotional lability. Statistical analysis of data yielded these results--(1) the individual diagnostic measures were not found to be sufficiently reliable to be acceptable, (2) the diagnostic measures which were used to measure brain damage were found not to co-vary significantly but instead tended to separate into at least two loose types of measures, (3) in instances where data on reliability were available, the behavioral measures (with one exception) attained or approached acceptable reliability, (4) the variables in the behavioral syndrome clustered into meaningful groups, but the groups did not co-vary, (5) only one set of behaviors correlated significantly with both diagnostic clusters, but that correlation was in the wrong direction. Appendixes include development of activity measure, development of distractibility tests, scoring of the Bender-Gestalt and Draw-a-Person tests, and data presented tabularly. The bibliography lists 173 items. This document was published by Charles C Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62703, and is available for $7.00. (MU)

ABSTRACT 10429

EC 01 0429 ED 013 523
Publ. Date 66 70p.
Glass, Gene V.
A Critique of Experiments on the Role of Neurological Organization in Reading Performance.
Illinois Univ., Urbana, Center For Instructional Research And Curriculum Evaluation
EDRS mf,hc

Descriptors: exceptional child research; reading; learning disabilities; reading difficulty; neurological organization; research methodology; reading research; neurologically handicapped; reading instruction; methods research; literature reviews; children; adolescents; evaluation; C H Delacato

Fifteen empirical studies concerned with the role which neurological organization plays in the teaching and improvement of reading are analyzed. Following a review of Delacato's theory of neurological organization, each of the studies is presented with alternative interpretations of the data and with implications not acknowledged or contrary to those drawn by the original authors. Each study is analyzed in detail as to the manner of selection of subjects (the subjects who participated in almost all of the experiments reported in this paper could not be characterized as seriously neurologically disorganized), the statistical analysis of data, experimental treatment, and the implications drawn from the reported results. The author is generally critical of the studies for their lack of adherence to acceptable standards for empirical experimental design. His conclusion is that all the empirical research reported thus far has failed to produce cogent evidence that D. H. Delacato's therapy has an effect on the reading of normal subjects. In reviewing studies which contain information on the correlation of neurological organization and certain variables, the author finds that measures of neurological organization are more highly correlated with measures of nonverbal intelligence than they are with measures of reading achievement. The fifteen studies are all taken from experiments reported in three volumes written by Delacato and listed in the 35-item bibliography. (TM)

ABSTRACT 10515

EC 01 0515 ED 023 212
Publ. Date 29 Mar 68 127p.
Rawson, Margaret B.
Developmental Language Disability: Adult Accomplishments of Dyslexic Boys. Hood College Monograph Series, Number 2.

EDRS not available
The Johns Hopkins Press, Baltimore, Maryland 21218 ($5.50).

Descriptors: exceptional child research; learning disabilities; achievement; identification; family (sociological unit); gifted; heredity; dyslexia; underachievers; learning readiness; learning experience; intelligence; reading achievement; achievement rating; vocational followup; professional occupations; followup studies; spelling; perceptual motor coordination

A longitudinal study was made of 56 boys, a highly homogeneous group from 44 families. All had attended a regular private elementary school for at least 3 years between 1930 and 1937. All were placed in three groups according to their performance on a language learning facility scale. The lowest 20 were rated as dyslexic, with specific developmental language disability. The followup study was done in 1964 and 1965. The subjects ranged from 26 to 40 years of age, with a mean of 33.4. All had completed secondary school; 48 had earned their baccalaureate degrees; and three were still undergraduates. Mean numbers of college years completed were 5.451 (high group) 5.69 (medium group), and 6.02 (low group). All were employed and classified by Warner's Scale in Social Class in America, and the low group had the highest rating with nine in the first class, nine in the second, and one each in the fourth and fifth classes of the five classes. Twenty boys in the low group (IQ range 94 to 153) were matched with one from the other two groups (IQ range 111 to 185) by achievement in education, age, type of college, socioeconomic status, and occupation. The difference between the mean IQ's favored 14 nondyslexic and five dyslexic boys (p less than .001). (SN)

ABSTRACT 10573

EC 01 0573 ED 021 357
Publ. Date Aug 67 67p.
Best, Helen And Others
The Effect of Structured Physical Activity on the Motor Skill Development of Children with Learning Disabilities (Minimal Brain Dysfunction).
Memphis State University, Tennessee
EDRS mf,hc

Descriptors: exceptional child research; learning disabilities; physical education; minimally brain injured; physical activities; motor development; skill development; tests; psychomotor skills; perceptual motor coordination; perceptual motor learning; children; special programs; Johnson Test of Motor Skill Development

Students in 24 perceptual development classes for the minimally brain injured were studied to determine the effect of structured physical activity on motor skill development, to compare this effect with the effect of unstructured activity, and to determine the effect of an increased amount of time of physical activity. The Johnson Test of Motor Skill Development was administered before and after an 8-week program. The experimental group of classes was given structured physical activities; the control group had regular play periods. Results indicated a statistically significant difference between the experimental and control groups (p less than .01) with increased motor skill development occurring in the experimental group. Schedules and diaries recording structured activities used in the experimental group are included. The Johnson Test, four tables, four illustrations, and a 19-item bibliography are provided. (LE)

ABSTRACT 10597

EC 01 0597 ED 022 289
Publ. Date 66 23p.
Clements, Sam D.
Minimal Brain Dysfunction in Children; Terminology and Identification. Phase One of a Three-Phase Project. NINDB Monograph Number 3.
National Society For Crippled Children And Adults, Chicago, Illinois, Easter Seal Research Foundation;
Public Health Service (DHEW), Bethesda, Maryland, National Institute Of Neurological Diseases And Blindness
EDRS mf
PHS-PUB-1415
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.20).

Descriptors: exceptional child education; learning disabilities; identification; children; minimally brain injured; clinical diagnosis; taxonomy; evaluation criteria; projects; research reviews (publications); etiology; individual characteristics; psychological characteristics

The terminology and identification phase of a project on minimal brain dysfunction in children is described. Two subsequent phases are to deal with services and research. Included in the first phase are the following: an introduction to the problem, history and blueprint of the project, a brief history of the concept of minimal brain dysfunction, clarification of central issues, nomenclature, symptomatology, identification of the child, diagnostic evaluation and criteria, and 124 references. Specific listings and outlines are provided for several areas. (AP)

ABSTRACT 10761

EC 01 0761 ED 024 163
Publ. Date Apr 67 113p.
Sapir, Selma G.
A Pilot Approach to the Education of First Grade Public School Children with Problems in Bodily Schema, Perceptual-Motor and or Language Development. Final Report.
Columbia University, New York, New York, Teachers College;
Union Free School District Number 1, Scarsdale, New York
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-32-42-0280-6005
BR-6-8275

Descriptors: exceptional child research; learning disabilities; perception; language; teaching methods; grade 1; visual perception; language development; academic achievement; auditory perception; discrimination learning; perceptual motor learning; expressive language; experimental programs; perceptual development; screening tests; sensory integration; experimental teaching

Fifty-four kindergarten children were screened with the Sapir Developmental Scale to highlight deficiencies in bodily schema, perceptual motor skills, and language development, and were matched in groups of three by score, chronological age, and sex with one of the three acting as control. Three first grade classes were organized as follows: one experiemntal with 12 deficit children using a deficit centered training curriculum; one experimental with 24 normal children using a traditional curriculum; one control with six deficit children and 12 normal children using a traditional curriculum. The children were given a battery of psychodiagnostic tests in the fall and spring of the first grade. The results clearly favored the deficit children in the experimental class with significant differences in mean change in Wechsler Intelligence Scale for Children scores (p equals .05), visual perception and language functioning (p equals .01), and in perceptual motor skills (p less than .05). Important changes were also noted for the same groups in auditory-visual integration and visual perception, and in language development, particularly in expressive areas. Little difference was seen in the measurement of academic achievement. Performance favored the normal experimental group but without significant differences. (Author/SN)

ABSTRACT 10773

EC 01 0773 ED 024 170
Publ. Date Dec 66 44p.
Anderson, William W. And Others
The San Mateo County Pilot Study of Neurologically Handicapped Children.
California Association For Neurologically Handicapped Children, Santa Ana, Orange County Chapter
EDRS mf,hc
California Association For Neurologically Handicapped Children, Orange County Chapter, P. O. Box 1592, Santa Ana, California 92702 ($1.25).

Descriptors: exceptional child research; learning disabilities; identification; minimally brain injured; neurologically handicapped; children; pilot projects; special programs; admission (school); academic achievement; academic failure; special classes; medical evaluation; etiology; classroom environment; admission criteria; San Mateo County; California

Of 27 children considered educationally handicapped (EH) who were screened by a psychological-medical team, 24 were eligible for a special pilot class for neurologically handicapped (brain damaged) children. Eight children were placed in the special class and made

consistently greater gains in IQ scores, academic skills, and general behavior than the 14 remaining in regular classrooms. The multi-author report of the program provides a summary and background information, results, and a neurological appraisal of the hyperkinetic child. Also described are suggested environment, basic philosophy, and a guide for screening applicants for special programs and classes for EH children. References, illustrations, and forms are included. (MK)

ABSTRACT 10775

EC 01 0775 ED 025 894
Publ. Date Sep 67 101p.
McGrady, Harold J.; Olson, Don A.
Visual and Auditory Learning Processes in Normal Children and Children with Specific Learning Disabilities. Final Report.
Northwestern University, Evanston, Illinois
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-3-6-062549-1752
BR-6-2549

Descriptors: exceptional child research; learning disabilities; perception; testing; psychoeducational processes; visual perception; sensory integration; visual discrimination; verbal tests; auditory perception; auditory discrimination; predictive ability (testing); response mode; age differences; average students

To describe and compare the psychosensory functioning of normal children and children with specific learning disabilities, 62 learning disabled and 68 normal children were studied. Each child was given a battery of 13 subtests on an automated psychosensory system representing various combinations of auditory and visual intra- and intersensory conditions for verbal, nonverbal-nonsocial, and nonverbal-social stimuli. Comparisons were made between the normal children and the two types of learning disability groups (a school learning disability group and a clinic learning disability group). Two age groups of children were considered: 8-year-olds and 9-year-olds. The clinic learning disabilities appeared to have more acute disorders as a group than the school-derived population of learning disabilities. They made significantly more errors on verbal psychosensory functions, regardless of the sensory conditions. In addition, the 9-year-old group displayed significant problems of an auditory intrasensory nature. There was a generalized failure of the clinic learning disabilities to perform the tasks with speed equivalent to their comparison groups. The use of response time criteria seemed encouraging as an area for future investigation but test batteries need revision as items may have been too easy. (Author/RP)

ABSTRACT 10833

EC 01 0833 ED 025 892
Publ. Date 31 Aug 68 205p.
Rarick, Lawrence G.; Broadhead, Geoffrey D.
The Effects of Individualized versus Group Oriented Physical Education Programs on Selected Parameters of Development of Educable Mentally Retarded and Minimally Brain Injured Children. Final Report.
Wisconsin University, Madison, Department Of Physical Education
Office Of Education (DHEW), Washington, D. C.;
Joseph P. Kennedy, Jr., Foundation, Washington, D. C.
EDRS mf,hc
OEG-0-8-071097-1760
BR-7-1097

Descriptors: exceptional child research; mentally handicapped; art; learning disabilities; physical education; minimally brain injured; behavior change; social development; motor development; emotional development; intellectual development; individualized instruction; group instruction; elementary school students; educable mentally handicapped; age differences; physical activities; sex differences

The investigation examined the role of physical activity programs in the modification of the motor, intellectual, social, and emotional development of educable mentally retarded children and minimally brain injured children. Forty-nine classes of children (275 educable mentally retarded and 206 minimally brain injured) participated in 20 weeks of instructional programs. Classes were randomly assigned to one of four treatments: two were physical education programs (one individually oriented, the other group oriented); one was an art program (Hawthorne effect); the fourth, a control (usual program). A battery of 32 tests was administered prior to and at the end of the experiment. Children in the special experimental programs elicited greater positive changes in their motor, intellectual, and emotional behavior than those in the control program. Of the special programs, the physical education programs were superior in modifying motor performance, the art program in altering emotional behavior, and neither was superior in modifying intellectual behavior. The individually oriented physical education program elicited greater gains than the group oriented program in measures of motor, intellectual, and emotional behavior. Positive behavior changes occurred more frequently in the older than younger, more often in the brain injured than the retarded, and more frequently in the boys than the girls. (Author)

ABSTRACT 10914

EC 01 0914 ED 026 757
Publ. Date Apr 63 144p.
An Exploratory Study of Children with Neurological Handicaps in School Districts of Los Angeles County.
Los Angeles County Superintendent Of Schools, California
EDRS mf,hc

Descriptors: exceptional child research; learning disabilities; grouping (instructional purposes); neurologically handicapped; sex differences; minimally brain injured; clinical diagnosis; special classes; attendance; regular class placement; parent participation; intelligence tests; student evaluation; academic achievement; teacher attitudes; student attitudes; medical evaluation

A 6-year field study project was undertaken to try out some patterns of special education with neurologically handicapped children. Three phases emphasized these objectives: feasibility, class size, pupil safety, approval, incidence, referral, diagnosis, placement, curriculum, treatment, evaluation, teacher qualifications, parent reactions, expansion, demonstration, and research. In phase 2, 116 neurologically impaired children were placed in either special (64) or regular (52) classes. The special class group generally contained older (1/2 year) and more severe cases; boys outnumbered girls 7 to 1. After a 3-year attendance in a special class, 12 students were recommended for return to regular class (out of 19) while 15 out of 19 children in the regular classes were felt to need special class placement. Steady attendance for 2 years was in favor of special class students (86% to 40.4%). Parents of children in special classes attended meetings concerning their children more frequently than parents of regular class children (52% to 7%). Special class students seemed favored in the few cases of academic comparison although the children were about 3 years academically retarded. Recommendations were made for future research. (RP)

ABSTRACT 10957

EC 01 0957 ED N.A.
Publ. Date 67 19p.
McLeod, John
Psychological and Psycholinguistic Aspects of Severe Reading Disability in Children; Some Experimental Studies.
Queensland University, Australia, Remedial Education Centre
EDRS not available
The Association For Children With Learning Disabilities, Inc., 3739 South Delaware Place, Tulsa, Oklahoma 74105 (Whole, $2.50).
Paper Published In International Approach To Learning Disabilities Of Children And Youth, Third Annual International Conference (Tulsa, Oklahoma, March 3-5, 1966), Pages 186-205.

Descriptors: exceptional child research; learning disabilities; reading; perception; identification; dyslexia; visual perception; reading tests; primary grades; conference reports; redundancy; psycholinguistics; auditory perception; testing; test validity; Dyslexia Schedule

The concept of redundancy in language (oral and written) and the development of the new science of psycholinguistics is presented as background material for a discussion of the identification and remediation of dyslexia. A tachistoscopic presentation of printed letter sequences of three different orders of approximation to English was given to a group of

23 dyslexic children (equivalent to Grade 1 in the United States) in Grade 2 in Brisbane, Australia, and a normal control group (randomly selected). The control group was significantly superior at all three levels of approximation (p equals .001). Additional studies found no difference in discrimination (Wepman Test of word pairs) between the dyslexic children and the superior scoring controls. Results indicated that failure to read in children with dyslexia is due to failure to process redundant visual linguistic signals. Implications for further study of remediation techniques are given; screening test, the Dyslexia Schedule, which was developed to discriminate between dyslexic children and others is described; and studies on spelling ability, vowel and consonant substitutions, and articulation are mentioned. An appendix contains the Dyslexia Schedule discriminating items. (DF)

ABSTRACT 10958

EC 01 0958 ED N.A.
Publ. Date 67 16p.
Conners, C. Keith
Information Processing in Children with Learning Disabilities and Brain Damage: Some Experimental Approaches.
Johns Hopkins University School Of Medicine, Baltimore, Maryland
National Institute Of Mental Health (DHEW), Bethesda, Maryland
EDRS not available
The Association For Children With Learning Disabilities, Inc., 3739 South Delaware Place, Tulsa, Oklahoma 74105 (Whole, $2.50).
Paper Published In International Approach To Learning Disabilities Of Children And Youth, Third Annual International Conference (Tulsa, Oklahoma, March 3-5, 1966), Pages 206-21.

Descriptors: exceptional child research; learning disabilities; communication (thought transfer); cognitive processes; minimally brain injured; information processing; information systems; systems analysis; systems approach; conference reports; learning processes; thought processes

A systems analysis approach to the study of brain damaged children and several experiments exploring problems of learning disability are described. The mechanisms that must be present in a child to allow him to process information in a given task are considered, and human information processing is presented. Results of experiments investigating the information scanning mechanism (intrasensory) are given and reveal that the more information there is to be dealt with, the longer the learner samples or scans the information available to him. The performances of brain injured, culturally deprived normal, and emotionally disturbed children are discussed. Studies of short term memory, long term memory, coding rules, and information processing which are being planned and conducted are mentioned. A discussion of tests of separate functions indicates that they are likely to be useless because of the interrelationship of various information processing mechanisms. The need for refined measurement which quantifies in meaningful units is stated. Nine figures present data arrived at and equipment used. (DF)

ABSTRACT 11244

EC 01 1244 ED 003 695
Publ. Date 65 33p.
Lapray, Margaret; Ross, Ramon
Comparison of Two Procedures for Teaching Reading to Primary Children with Visual Perception Difficulties.
San Diego State College, California
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-S-138

Descriptors: exceptional child research; learning disabilities; perception; reading; teaching methods; reading skills; visual perception; reading improvement; primary grades; reading instruction; reading ability; perceptual development

Reading abilities of primary children with visual perception problems who were taught by conventional methods were compared to the abilities of children given special training designed to improve faulty or immature visual perception. One control group participated in special activities such as picture coloring and the other control group received no instruction during the experimental period. The study was designed to determine the best methods for teaching children of average intelligence who demonstrated reading failure, reversal tendencies, confused vertical orientation, and faulty visual perception and reproduction. The subjects consisted of first and second graders from low socioeconomic groups. Screening was based on intelligence, gross neurological normalcy, adequate social and emotional adjustment, adequate visual and auditory acuity, reading deficiency, and visual perceptual impairment. Testing instruments used included the Keystone Visual Test, Wide Range Achievement Test, and the Bender Gestalt. Findings showed no evidence that children receiving the special visual perception training made better gains in reading or did not make better gains although they made substantially improved Bender Gestalt drawings. Extensive use of classroom reading materials resulted in improved reading scores. (AL)

ABSTRACT 11250

EC 01 1250 ED 026 766
Publ. Date Apr 68 44p.
A Program for the Identification and Remediation of Perceptual Deficiencies in Kindergarten and Primary Grade Students. Interim Progress Report.
Union Township Board Of Education, New Jersey
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-7-703564-4312

Descriptors: exceptional child research; learning disabilities; perception; identification; teaching methods; perceptually handicapped; perceptual development; motor development; sensory training; perceptual motor coordination; kindergarten children; special programs; program planning; inservice teacher education; teacher workshops; psychomotor skills; screening tests; Title III

Designed as a perceptual enrichment program for all kindergarten children, the project also emphasizes intensive perceptual training for children manifesting deficiency in this area of development. Screening was done of 869 prekindergarten children; those scoring in the lowest 5% on any one or more of the subtests or falling in the lowest 10% of the total scores were given training 4 days a week in groups of six. Children not receiving intensive training were given instruction on the 5th day. Training was in deficit modalities concomitant with reinforcement of the stronger modalities and included warm-up, form perception, and gross motor exercises. A weekly workshop was held for the perception teachers and inservice training provided for all kindergarten and primary teachers. Videotaping was also done. Parent and teacher reaction was favorable. Preliminary planning is outlined, and projected plans for the full 3 years of the study are detailed. An appendix lists the instruments used for screening, and the program of a Title III workshop is included. (JD)

ABSTRACT 11547

EC 01 1547 ED 029 448
Publ. Date 31 Dec 68 93p.
Zedler, Empress Y.
Educational Programming for Pupils with Neurologically Based Language Disorders. Final Report.
Southwest Texas State College, San Marcos, School Of Education
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEC-5-10-001
BR-5-1062

Descriptors: exceptional child research; learning disabilities; drug therapy; regular class placement; academic achievement; special classes; individualized instruction; after school tutoring; language handicapped; minimally brain injured; language instruction; basic skills; intelligence differences; learning characteristics; student evaluation; comparative analysis; underachievers

To investigate procedures whereby schools may achieve maximal results with otherwise normal underachieving pupils with neurologically based language-learning disorders, 100 such subjects were studied over a 2-year period. Fifty experimental subjects remained in regular classes in school and received individualized teaching outside of school hours from specially trained clinicians. Fifty matched control subjects were enrolled in special education classes and did not receive clinical teaching

after school. Half of the experimental and half of the control subjects had anticonvulsive medication prescribed by their physicians; the others did not. Tests of academic achievement and mental functioning indicated that the experimental groups made significantly greater gains in both variables than did the control. However, the medicated groups did not make greater gains than the unmedicated. (Author)

ABSTRACT 11588

EC 01 1588 ED N.A.
Publ. Date 62 222p.
Money, John, Ed.
Reading Disability; Progress and Research Needs in Dyslexia.
Johns Hopkins Medical Institutions, Baltimore, Maryland
Association For The Aid Of Crippled Children, New York, New York
EDRS not available
Johns Hopkins Press, Baltimore, Maryland 21218 ($6.00).

Descriptors: exceptional child education; learning disabilities; reading; identification; dyslexia; neurologically handicapped; aurally handicapped; visually handicapped; speech handicapped; reading difficulty; cerebral dominance; perceptual motor learning; discrimination learning; integration readiness; reading readiness; nucleation; concept formation; reading diagnosis; reading achievement; emotional maladjustment

Reading disability is the concern of these symposium papers. The introduction summarizes the major directions of the conference. The phenomenology of dyslexia is described, illustrated with writing and drawing samples from dyslexic children. Recognition and treatment of dyslexia within the educational sphere is examined through a presentation of characteristics of these students and data from an experiment studying the effectiveness of differing modes of therapy. Another paper provides an example of a population study of reading achievement and contrasts it with the clinical study method to suggest that both methodologies be used in a complementary fashion. Psychiatric considerations are recognized and this discipline is related to others dealing with dyslexia. Several papers review the pertinent literature to explain the anatomy of acquired reading disorders and to examine the relationships of dyslexia to form perception and directional sense, to cerebral dominance, and to language acquisition and concept formation. One paper utilizes a quantitative approach to research in word blindness while another studies the theoretical considerations underlying the research into the maturation of visual function. There is a discussion concerning some of the possible relations between dyslexia and clinical methods and findings applicable to hearing and speech problems. The final paper investigates the influence of dysfunctions in the nervous system on dyslexia. (IM)

ABSTRACT 11963

EC 01 1963 ED 030 997
Publ. Date 22 Jul 67 83p.
Robbins, Richard C. And Others
A Model Exemplary Clinic for Learning Disabilities; A Project of Title III, ESEA.
Riverside Unified School District, California
EDRS mf
Riverside Unified School District, Riverside, California 92502.

Descriptors: exceptional child research; program evaluation; dyslexia; teaching methods; learning disabilities; auditory training; motor development; school visitation; behavior rating scales; remedial reading; academic achievement; student evaluation; student attitudes; retarded readers; testing; inservice teacher education; remedial programs; visual perception; Riverside; California

To demonstrate creative methods and materials for the remediation of severe learning disabilities, to help children with these difficulties, and to train professional personnel, six teachers working in teams of two taught seven remedial classes with a maximum of 12 students using a program designed to remediate deficiencies in the auditory, aural, visual and motor areas. They taught basic reading skills to functional non-readers in grades 3 through 6; and focused on reading skills with less remediation of perceptual-motor deficiencies in two elementary classes and three secondary classes. Two 10-week in-service courses presented the theory and methods of remediation. Visitors and participants answered questionnaires and indicated that their involvement with the Learning Center was valuable; all classes but one made progress at the .05 level of significance in all areas of reading and spelling; and structured teacher ratings showed few changes in student attitudes and behavior. Informal comments of teachers and aides, parent questionnaire responses, and student interviews, however, indicated positive changes in the students' attitudes toward school and learning. An outline of the instructional methods and materials is included. (LE)

ABSTRACT 20133

EC 02 0133 ED N.A.
Publ. Date 67 27p.
McLeod, John
Some Psycholinguistic Correlates of Reading Disability in Young Children.
EDRS not available
Reading Research Quarterly; V2 N3 P5-31 Spr 1967

Descriptors: exceptional child research; learning disabilities; reading; dyslexia; psycholinguistics; auditory discrimination; visual discrimination; verbal ability; speech skills

Three experiments compared the ability of 23 second grade children who were disabled readers with the ability of a control group to reproduce tachistoscopically presented letter sequences and to discriminate and reproduce vocally auditorily presented words. Both the letter sequences and the context of the words were of varying approximations to English. The reading disability group was significantly and consistently inferior in reproducing the visually presented letter sequences of the zero-, first-, and second-order approximations to printed English; their dificiency was independent of the order of approximation. They were also significantly inferior in vocally reproducing auditorily presented words which had been preceded by contexts of first- and third-order approximations to spoken English, although less inferior when the stimulus words were preceded by the more redundant English context. In addition, the reading disability group was significantly inferior in discriminating between two monosyllabic words which differed in only a single phoneme, but did not differ in the ability to vocally reproduce isolated monosyllabic words. (LE)

ABSTRACT 20150

EC 02 0150 ED N.A.
Publ. Date Nov 69 14p.
Shipe, Dorothy; Miezitis, Solveiga
A Pilot Study in the Diagnosis and Remediation of Special Learning Disabilities in Perschool Children.
EDRS not available
Journal Of Learning Disabilities; V2 N11 P579-92 Nov 1969

Descriptors: exceptional child research; learning disabilities; identification; preschool children; perceptual motor learning; psychomotor skills; language development; test results; research methodology

The purposes of the present study were to determine the feasibility of early identification of the perceptually-handicapped, and to compare the effectiveness of two remedial programs, one emphasizing language and cognitive development, and the other focusing on visal-motor functioning. The findings were that because of emotional disturbance, immaturity, and great variability from one case to the next, it is difficult to apply the lable perceptual handicap at so early an age; the type and degree of improvement bore little relationship to the type of program. A research strategy is suggested in which each child is used as his own control and the treatment is individually prescribed. (Author/RS)

ABSTRACT 20504

EC 02 0504 ED N.A.
Publ. Date (67) 37p.
Baldwin, Ruth And Others
The Doctor Looks at the NH Child; Diagnosis and Treatment.
Ontario Association For Children With Learning Disabilities, Toronto
EDRS not available
Ontario Association For Children With Learning Disabilities, 306 Warren Road, Toronto 7, Ontario.

Descriptors: exceptional child research; learning disabilities; behavior problems; achievement; neurologically handicapped; minimally brain injured; hyperactivity; drug therapy; mental health; teacher responsibility; psychological patterns; clinical diagnosis; medical treatment; behavior patterns; sedatives

An article on the treatment of behavior disorders with medication concerns the effectiveness of various drugs in controlling the behavior disorders of 100 minimally brain injured children and includes reviews of related literature. Examination of medication response in relation to electroencephalographic patterns revealed no significant findings but some useful trends were noted with several drugs. A discussion of diagnosis and treatment of hyperactivity focuses on hyperactivity, etiology, medication, and therapeutic regimen and indicates that the judicious use of drugs may produce dramatic improvement in behavior. Information on school achievement, learning difficulties, and mental health suggests that the pressure on children to achieve in their schoolwork should be examined in relation to their mental and physical health. It is suggested that teachers can recognize unhealthy behavior patterns and promote healthy behaviors. The pressure of many parents for achievement at school illustrates the need for more teacher-parent communication regarding the school's aims and methods, particularly in view of the increasing appreciation of the individual differences in children; case illustrations are included. (LE)

ABSTRACT 20662

EC 02 0662 ED N.A.
Publ. Date Oct 66 144p.
DeHirsch, Katrina And Others
Predicting Reading Failure.
Columbia-Presbyterian Medical Center, New York, New York, Pediatric Language Disorder Clinic
Health Research Council, New York, New York
EDRS not available
Harper And Row, Publishers, Inc., 49 East 33rd Street, New York, New York 10016 ($5.95).

Descriptors: exceptional child research; learning disabilities; identification; reading; tests; predictive measurement; preschool children; preschool evaluation; reading readiness; reading achievement; perceptual motor coordination; spelling; writing; minimally brain injured; reading failure; followup studies; prediction; premature infants; maturation; dyslexia

Presented are the results of a study to predict reading, writing, and spelling disabilities among preschool children. Thirty boys and 23 girls from lower middle class backgrounds with a medium age of 5 years 10 months and IQ's between 84 and 116 were administered 37 tests. The tests, presumed to reflect perceptual motor and linguistic competencies essential to later academic achievement, were correlated with end-of-first grade and end-of-second grade academic performance in reading, writing and spelling. The measures most predictive of later academic performance were identified and a battery of selected instruments to identify preschool children who present high risk of becoming future academic failures was recommended for psychologists and teachers. Supplementary analyses of failing readers and prematurely born children used the entire test battery. Clinical observations and study results were used to formulate recommendations for educational diagnosis and teaching. (AB)

ABSTRACT 20724

EC 02 0724 ED N.A.
Publ. Date 69 24p.
Pollack, Max
Suspected Early Minimal Brain Damage and Severe Psychopathology in Adolescence.
EDRS not available
Adolescence; V4 N15 P361-84 Fall 1969

Descriptors: exceptional child research; emotionally disturbed; minimally brain injured; sex differences; medical case histories; socioeconomic status; educational background; test results; institutionalized (persons); psychiatry; adolescents; schizophrenia

The study is a detailing of the history and psychological, behavioral, and EEG examinations of 12 patients (ages 15 to 25 years) hospitalized for severe psychiatric disturbances. Areas covered are sex, socioeconomic status, education, age at first hospitalization, previous diagnoses, current neurological and psychological test findings, medical history, and posthospital adjustment. The patients are conceptualized as defective, with cerebral dysfuction, deviant temperament, and cognitive development whose symptoms became exacerbated with the stresses of impending adulthood. Discussion of early minimal brain damage and adolescent psychiatric syndromes and a case study of one of the subjects are included. Tables indicate findings. (JM)

ABSTRACT 20822

EC 02 0822 ED 032 688
Publ. Date Aug 69 131p.
Individual Learning Disabilities Program; Pilot Incidence Study, Volumes I, II, and III. Technical Report.
Rocky Mountain Educational Laboratory, Greeley, Colorado
Office Of Education (DHEW), Washington, D. C., National Center For Educational Research And Development
EDRS mf,hc
OEC-4-7-062828-30-63
BR-6-2828

Descriptors: exceptional child research; learning disabilities; rating scales; incidence; screening tests; test reliability; identification; psychological testing; educational testing; medical evaluation; clinical diagnosis; behavior patterns; individual characteristics; behavior rating scales; rating scales; evaluation methods; Classroom Screening Instrument

Three levels of screening procedures were used to identify the incidence and nature of learning disabilities. The first level involved the application by classroom teachers of the Classroom Screening Instrument (CSI), especially developed for the study, and of other measures; the second level involved psychoeducational differential diagnosis by qualified testers; and the third, medical examinations by appropriate personnel. Screening of 2,400 second grade children at level 1 resulted in identification of 361 for level 2 screening, of whom 134 were selected for level 3 screening. Results indicated that classroom teachers could use the CSI with accuracy to identify children with varied learning problems. The study further indicated approximate incidences of 4.7% for severe learning disabilities and 6% for less severe learning disabilities. A technical report is given in volume 1; descriptive data and statistical analysis are provided in volumes 2 and 3, respectively. (JD)

ABSTRACT 20892

EC 02 0892 ED 016 321
Publ. Date Jul 64 51p.
Moskowitz, Sue
The Program for Brain Injured Children in the New York City Public Schools, An Appraisal.
New York City Board Of Education, New York, Bureau Of Educational Research
EDRS mf,hc

Descriptors: exceptional child research; learning disabilities; educational needs; program planning; special classes; minimally brain injured; followup studies; longitudinal studies; program evaluation; perceptually handicapped; academic achievement; classroom environment; interviews; question answer interviews; observation; testing; New York City

In 1959, the two existing special classes for brain injured children in New York City were evaluated by observations, examination of the students' medical and educational records, and interviews with teachers, psychologists, psychiatrists, and speech and other specialists. Recommendations were made in an interim report. A longitudinal study was planned to determine whether the new program for children with minimal brain damage and with at least potentially normal intelligence was meeting the children's needs. The present report is based upon two groups of subjects--six students who had been in the pilot class in 1958 or earlier and 19 of the 32 children who were in classes for brain injured children in April 1960 and for whom followup data could be obtained. Classes were observed, teachers and principals were interviewed, the records of the subjects were examined, subjects were administered standardized tests of reading and mathematics, and two scales measuring characteristics and behavior were obtained for the 19 subjects. Results of the tests indicated that average gain over the period of 2 1/2 years was 1.0 years in reading and 1.3 years in mathematics. The average IQ was slightly above 75. Improvement in test taking

behavior and in negative characteristics occurred for the group as a whole. The group of six subjects from the pilot class were presently enrolled in six different schools--three were in mentally retarded classes, two were in regular classes, and one was in a health conservation class. Achievement tests in reading and mathematics showed an average gain of about 2 years in the tests over the follow-up period of about 3 1/2 years. Based on the observations and interviews, recommendations were made concerning medical, psychological, and educative evaluation; selection and training of teachers; supervision; provision of auxiliary services; curriculum development; parent education; intercommunication among agencies; and widening the program. A postscript discusses trends as of September 1964. (JA)

ABSTRACT 20957

EC 02 0957 ED 033 497
Publ. Date Feb 67 68p.
Stark, Joel
Programmed Instruction for Perceptually Handicapped Children with Language Difficulties. Interim Report.
Stanford University, California
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-4-6-068527-1587
BR-6-8527

Descriptors: exceptional child research; aphasia; discrimination learning; multisensory learning; material development; intermode differences; learning disabilities; language development; verbal stimuli; visual stimuli; visual discrimination; instructional materials; auditory discrimination; learning characteristics; language patterns; programed instruction; audiovisual instruction; educational equipment

Three projects were designed to develop and evaluate materials for use with aphasic children (perceptually handicapped with language problems). The first project presented stimulus pairs in varying modality conditions. Results suggested that, although the aphasic children were not capable of improving their auditory discrimination performance, they had some ability to improve discrimination performance in the visual and especially in the combined modalities. The second project, ongoing when reported, studied the nature of auditory sequencing abilities in an optimally controlled environment and explored means of improving those abilities. Stimuli were presented in successive auditory, simultaneous auditory, or successive visual conditions; intensity, inflection, and configuration were varied. The third project, also ongoing, developed instructional materials making maximal use of visual stimuli with primarily auditory programs designed to provide phrase structure and appropriate units. Appendixes, comprising over half of the document, report on the form program, the sequencing simuli and equipment, teaching programs, and stimulus items and scoring forms. (JD)

ABSTRACT 21100

EC 02 1100 ED 029 773
Publ. Date Apr 69 17p.
Klein, Isobel; Marsh, Helen R.
Identification and Remediation of Perceptual Handicaps in Learning to Read. Final Report.
Glen Cove School District, New York
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEC-1-7-078015-2986
BR-7-8015

Descriptors: exceptional child research; perception tests; perceptual development; reading achievement; reading diagnosis; reading improvement; reading research; retarded readers; visual perception; word recognition; remedial reading

Results of an investigation of the effects of perceptual training upon selected measures of reading achievement are reported. Subjects were 87 second-grade children of average intelligence who had evidenced reading difficulties as well as perceptual deficits. They were chosen from the Glen Cove, New York, school district on the basis of their performance on the following tests: the Lorge-Thorndike Intelligence Scale; the Wechsler Intelligence Scale for Children (WISC); the Stanford Reading Test, Word Recognition section; and the Frostig Developmental Test of Visual Perception. Subjects were divided into three matched groups: a group that received 25 minutes of perceptual training twice a week, a group that received traditional remediation for the same length of time, and a control group. An analysis of variance of the reading achievement scores showed no significant differences before treatment. A t-test revealed that the remedial reading group post-test scores were significantly higher (.05 level) than those of either the control group or the perceptual training group. An analysis of variance of the Frostig data showed no significant differences between the means of the three groups. No distinctive WISC subtest patterns for retarded readers were noted. References are included. (WB)

ABSTRACT 21114

EC 02 1114 ED 026 223
Publ. Date Sep 68 14p.
Flax, Nathan
Visual Function in Dyslexia.
EDRS not available
American Journal Of Optometry And Archives Of The American Academy Of Optometry; V45 N9 P574-87 Sep 1968

Descriptors: exceptional child research; dyslexia; eye hand coordination; eye voice span; retarded readers; vision; visual acuity; visual discrimination; visual perception; learning disabilities; research reviews (publications)

Using published research data, the problem of the seriously retarded reader was examined to determine the role of vision. The most obvious visual factors such as acuity and refractive error did not seem related to the problem. Impairment of visual skills such as fusion and accommodation did seem to contribute to reading difficulty, but such defects were not primary factors in extreme cases of reading disability. Other visual functions such as form perception, visuo-motor control, and the ability to match visual and verbal configurations might be more closely associated with dyslexia. A bibliography is included. (Author/BS)

ABSTRACT 21222

EC 02 1222 ED 011 493
Publ. Date 19 Nov 66 22p.
Botel, Morton
Methods and Systems for Teaching Dyslexic Pupils.
EDRS mf,hc

Descriptors: exceptional child research; tests; reading; learning disabilities; teaching methods; reading difficulty; reading tests; reading level; reading research; reading achievement; developmental reading; instructional programs; retarded readers; elementary grades; school orientation; special services; dyslexia; Botel Reading Inventory

The reading and spelling performances of pupils attending a program in reading were studied to discover which reading methods or combinations of methods were superior for dyslexics in clinical and classroom situations and which methods were appropriate for dyslexic and normal pupils with minor reading disabilities. The subjects were 722 pupils in grades 2 through 6 in the Pennridge School in Bucks County, Pennsylvania. Semirural, White, middle-class children, with an average intelligence of 106 as measured by a group test in kindergarten or first grade attend the school. Special small-group instruction is provided for the lowest 10 percent of the pupils in the summer. An opportunity class is conducted for slow learners. Tests administered were the Botel Reading Inventory and the reading and spelling tests of the Science Research Associates Battery. Data were analyzed by reading levels, grade equivalent scores, and expected and achieved median scores. The average range was six to seven levels of pupil performance at each grade level. By fifth grade, there were no pupils reading as low as beginning second-reader level. By sixth grade, none were reading as low as beginning third-reader level. The author suggests that dyslexia can be anticipated and minimized within a good developmental reading program. A description of the instructional program, references, and tables are provided. (BK)

ABSTRACT 21235

EC 02 1235 ED 002 981
Publ. Date 59 839p.
Cruickshank, William M. And Others
Teaching Methodology for Brain-Injured and Hyperactive Children, A Demonstration-Pilot Study. Special Education Rehabilitation Monograph Series Number 6.
Syracuse University, New York

Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-SAE-6415 CRP-090

Descriptors: exceptional child research; mentally handicapped; learning disabilities; emotionally disturbed; teaching methods; diagnostic tests; demonstration projects; pilot projects; psychological characteristics; instructional materials; classroom environment; case studies (education); multiply handicapped; minimally brain injured; behavior; academic achievement

An investigation was made of the effectiveness and value of a controlled classroom environment, especially prepared materials, and highly structured teaching methods upon learning problems and school adjustment of mentally retarded, emotionally disturbed children, with or without clinically diagnosed brain injury. Children studied were those whose emotional difficulties were characterized by mental retardation and hyperactive aggressive behavior, and those with mental retardation and known or suspected brain injury between the ages of 7 and 11 years. A thorough case study of each child was made. A control group of endogeneous children and hyperactive children without neurological indications of brain injury, taught by conventional methods, was used. The two experimental groups were in an educational situation designed in general along the lines described by Strauss and Lethtinen. One experimental group included children with conclusive evidence of brain injury and mental retardation, and children with mental retardation and hyperactive aggressive behavior without evidence of brain damage. The second group included children whose case histories and behavior were typical of the brain injured but without neurological indications of brain damage. Although achievement in learning was demonstrated in both groups, the study showed statistically significant differences in gain for the experimental group. (GC)

ABSTRACT 21241

EC 02 1241 ED 002 811
Publ. Date 64 110p.
Novack, Harry S.
The Adaptation for Group Classroom Use of Clinical Techniques for Teaching Brain-Injured Children.
Rhode Island State Department Of Education, Providence;
Clark County School District, Athens, Georgia
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-186

Descriptors: exceptional child research; administration; program planning; teaching methods; learning disabilities; mentally handicapped; group instruction; classroom techniques; low achievers; clinics; tutoring; remedial programs; minimally brain injured; admission criteria; professional services

In the development of a public school program for brain injured children of average or low average intellectual potential, clinical tutorial techniques were collected, classified, and adapted to group teaching. A model classroom was set up for experimenting with, testing, and demonstrating the adapted techniques, and for developing hypotheses for experimentation in group education of brain injured children. It was found that children for the class had to be selected to keep the range of learning problems as narrow as possible. Class size had to be kept under 10. Besides motivated and skilled teachers and a full-time teacher's assistant in the classroom, professional assistance available outside the classroom was needed--at least that of therapist, psychologist, and social worker. It was concluded that selection criteria for grouping brain injured children should be based more on educational behavior than on medical diagnosis. (JL)

ABSTRACT 21290

EC 02 1290 ED 027 939
Publ. Date 68 115p.
Cawley, John F. And Others
An Appraisal of Head Start Participants and Non-Participants: Expanded Considerations on Learning Disabilities Among Disadvantaged Children.
Connecticut University, Storrs, School Of Education
Office Of Economic Opportunity, Washington, D. C.
EDRS mf,hc
OEO-4177

Descriptors: exceptional child research; academic performance; comparative analysis; compensatory education programs; culturally disadvantaged; individual differences; program evaluation; factor analysis; intervention; kindergarten; longitudinal studies; mental development; program effectiveness; student characteristics; test reliability; preschool programs; Detroit Tests of Learning Aptitude; Head Start; Illinois Test of Psycholinguistic Abilities; Peabody Picture Vocabulary Test; Stanford Binet

First grade children from two Head Start (HS) groups and one non-Head Start (NHS) group were administered a battery of tests for the purposes of comparing the developmental status of HS and NHS subjects, examining patterns of specific learning disabilities among HS and NHS children, determining the stability coefficients of selected instruments, and analyzing the predictive capabilities and factoral structure of selected evaluative instruments. Group one, the primary Head Start sample, was composed of 54 disadvantaged children who had attended a year-long preschool program and had been tested during that time. Group two, a secondary Head Start sample, consisted of 77 disadvantaged children who had also attended a year-long program but had not had testing experience. The comparison group consisted of 78 non-Head Start disadvantaged children. Available data indicated that HS and NHS children demonstrated no significant differences in developmental characteristics in kindergarten. The comprehensive testing in the first grade showed the same trend: there were no significant differences between children having participated in HS and not having participated in HS in learning ability. The first grade data also showed that all of the subjects in this study labored under serious learning disabilities. (WD)

ABSTRACT 21321

EC 02 1321 ED N.A.
Publ. Date Jul 69 12p.
Lis, Stanislawa
Visuo-Motor Development and Its Disturbances in a Sample of Prematures Born with the Weight Below 1250 Grams.
EDRS not available
The Slow Learning Child; V16 N2 P73-84 Jul 1969

Descriptors: exceptional child research; premature infants; perceptual motor learning; learning disabilities; perceptual development; visual perception; motor development; minimally brain injured; underachievers; prenatal influences; visually handicapped; mentally handicapped; testing; Warsaw; Poland

To investigate the development of visual motor functions in premature infants, 73 premature children (aged 3 to 12 years) were administered the Bender Gestalt Test scored with Koppitz's system. All were born with weight below 1250 grams, and 11 proved untestable. The results showed that as many as 67% had retarded visuo-motor development in the 12 to 72 month range; there were no significant sex differences; there was no close relationship between defects of vision and visuo-motor retardation; signs of brain damage were very common; and a relationship was found between visuo-motor retardation, indications of brain damage, and disturbances in mental development. Indications are that the premature, low birth weight child may need one year of development more than the normal child before beginning school tasks. (JM)

ABSTRACT 21452

EC 02 1452 ED 034 331
Publ. Date Mar 69 85p.
Operation Bridge; A Title III Project for Neurologically Impaired Children, Prince George's County, Maryland, Special Education Department.
Prince George's County Schools, Maryland, Special Education Department
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-67-2970

Descriptors: exceptional child research; learning disabilities; summer schools; program evaluation; summer programs; experimental programs; student adjustment; social adjustment; emotional adjustment; program costs; parent attitudes; teacher education; summer institutes; parent counseling; family counseling; staff role

A 6-week experimental demonstration program was provided for 90 neurologically impaired children with severe learning problems to bridge the gap between school terms and to provide learning experiences for teachers, teacher-trainees, and parents. The staff at each of three host schools consisted of five master teachers, five college students, plus a full time psychologist and a pupil personnel worker to conduct parent and sibling discussion groups and to aid the staff. The children had enrichment activities in reading, language development, motor development, manipulation, and arts and crafts. On pre- and post-project evaluations of social, emotional, and academic level of functioning, over 60% of the children readjusted to academic, school routine, and social-emotional levels within 2 weeks (instead of the usual 6 to 8 weeks) after school started in the fall. Teachers and supportive staff felt that they gained experience in working with children, parents, siblings, trainees, and each other. Recommendations are proposed for 1969 program improvements, and the appendix gives anecdotal record forms, evaluative questionnaires, and budget estimates. (LE)

ABSTRACT 21470

EC 02 1470 ED 034 348
Publ. Date Aug 69 32p.
Carter, John L.
Effects of Visual and Auditory Background on Reading Achievement Test Performance of Brain-Injured and Non Brain-Injured Children.
Houston University, Texas
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-0-8-087053-4402(032)
BR-8-7053

Descriptors: exceptional child research; minimally brain injured; attention; task performance; aural stimuli; visual stimuli; reading comprehension; learning disabilities; visual perception; reading tests

Forty-two brain injured boys and 42 non brain injured boys (aged 11-6 to 12-6) were tested to determine the effects of increasing amounts of visual and auditory distraction on reading performance. The Stanford Achievement Reading Comprehension Test was administered with three degrees of distraction. The visual distraction consisted of either very few items per page, a normal amount of items, or pages with a superimposed jigsaw puzzle design; the auditory distraction was supplied by a tape recording of school sounds. Distractions did not affect the reading performance of either group, did not affect the brain injured any more than the normal, and there was no trend for comprehension to decrease concomitantly under combined increases of visual and auditory distractions. The high dual distraction negatively affected the non brain injured group more than the brain injured group. The conclusion was that the basic assumptions of teaching materials and methodology for brain injured children should be reevaluated. (Author/JM)

ABSTRACT 21611

EC 02 1611 ED N.A.
Publ. Date Jan 70 12p.
Maloney, Michael P. And Others
Analysis of the Generalizability of Sensory-Motor Training.
EDRS not available
American Journal Of Mental Deficiency; V74 N4 P458-69 Jan 1970

Descriptors: exceptional child research; learning disabilities; perceptual motor learning; body image; generalization; attention control; cognitive development; perceptual development

A number of perceptual-motor training systems for the treatment of learning disorders have recently gained widespread lay popularity while well-designed relevant research remains a novelty. This study sought to investigate the generalizability of Kephart's sensory-motor training system. Three basic hypotheses were tested: that sensory-motor training does not generalize to body image development, that the effects of sensory-motor training do not generalize to finger localization, and that attention-control procedures do not affect performance on any of the scales employed. It was concluded that sensory-motor training does generalize to body image development but not to finger localization. The data indicated that significant generalization does occur form attention-control procedures. (Author)

ABSTRACT 21942

EC 02 1942 ED 036 921
Publ. Date 69 118p.
Summary and Evaluation of the Regional Educational Diagnostic Treatment Center 1966-1969.
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf,hc

Descriptors: exceptional child research; learning disabilities; emotionally disturbed; clinical diagnosis; intervention; psychoeducational processes; educational therapy; diagnostic teaching; behavior change; academic achievement; individual characteristics; play therapy; parent participation; counseling; adjustment (to environment); school services; interdisciplinary appraoch; behavior rating scales; consultants; Elementary and Secondary Education Act Title III Project

A diagnostic treatment center for learning disabilities and emotional problems was developed to serve six school systems. Evaluation by the multidisciplinary staff covered behavior, family background, health, and intellectual, perceptual motor, emotional, and educational functioning. Treatment plans, developed by the team which subsequently met with the school personnel, involved the child in play, and educational or behavioral therapy on an individual or group basis. Treatment also altered the child's environment by providing family therapy and parent counseling, mothers' groups, school or parent conferences, or staff consultants to work with school personnel. Consensual judgment of change (by parents, schools, and staff) in school work, and in educational and behavioral functioning indicated mild improvement in 60.9% of the cases and marked improvement in 16.2%, with girls showing more improvement (p less than .01). Appendixes provide ranking scales and client classification and other forms and describe treatments. Descriptive data are given for a sample of 350 cases. (JD)

ABSTRACT 21988

EC 02 1988 ED 036 001
Publ. Date Jun 69 346p.
Minimal Brain Damage in Children. Final Report.
Northwestern University, Evanston, Illinois
Public Health Service (DHEW), Washington, D. C., Health Services And Mental Health Administration
EDRS mf,hc

Descriptors: exceptional child research; learning disabilities; minimally brain injured; educational diagnosis; evaluation criteria; psychoeducational processes; ophthalmology; electroencephalography; neurologically handicapped; student evaluation; testing; screening tests; medical evaluation; test results; statistical data; academic achievement

Seven psychoeducational tests were administered to 2,767 third and fourth graders to screen for underachievers who were then intensively studied through psychoeducational techniques and given ophthalmological, neurological, and electroencephalographic examinations. The results were that 15% were defined as underachievers (fail was below learning quotient of 90) and half of these had a learning disability. The learning disability group were inferior to all groups in verbal tests and language skills; their processes of organizing experience appeared different; and their social maturity was below average. These children showed no greater incidence of visual defects indicating a need to emphasize behavioral and medical aspects in remediation. Some children wth deficits in learning showed dysfunctions of the brain again indicating the need for medical diagnosis and attention. There were indications that the underachievers showed more signs of neurological disturbance which suggested a relationship between these disturbances and learning deficiencies. Teacher ratings on the basis of the pupil rating scale used were found to be of critical usefulness. Extensive tables of results are included. (Author/JM)

ABSTRACT 22062

EC 02 2062 ED 032 551
Publ. Date 69 37p.
Gwaley, Elizabeth And Others
Project ENRICH.
Beaver County Public Schools, Pennsylvania

EDRS mf,hc

Descriptors: exceptional child research; curriculum design; elementary school students, learning disabilities; remedial instruction; remedial programs; student evaluation

Project ENRICH was conceived in Beaver County, Pennsylvania, to identify preschool children with learning disabilities, and to develop a program geared to the remediation of the learning disabilities within a school year, while allowing the child to be enrolled in a regular class situation for the following school year. Through kindergarten teachers and parent cooperation, 34 children were enrolled, all with an intelligence quotient of 90 or better. The average age was 5.5 years. Each child was classified as having a particular disability. Each child was tested extensively, using the Stanford Binet along with other instruments. The curriculum is carefully explained, including a diagram of areas covered. Tables give the precise results of the program at its conclusion. The authors felt that generally the curricular attack used in this program may efficiently and positively modify learner behavior and significantly reduce the negative effects of the various learning disabilities treated in this project. The remediation expected was met and exceeded. (Author/KJ)

ABSTRACT 22078

EC 02 2078 ED 034 238
Publ. Date Aug 69 115p.
Feshback, Seymour And Others
A Training, Demonstration, and Research Program for the Remediation of Learning Disorders in Culturally Disadvantaged Youth. (In 2 parts.) Final Report.
California University, Los Angeles, Department Of Psychology
California State Department Of Education, Sacramento, Office Of Compensatory Education
EDRS mf,hc

Descriptors: exceptional child research; academically handicapped; culturally disadvantaged; disadvantaged youth; elementary school students; individualized programs; inservice teacher education; instructional materials; junior high school students; learning disabilities; program descriptions; remedial instruction; program evaluation

The stated goal of the project was to accomplish two broad objectives: to give educators an opportunity to observe and work with culturally disadvantaged children with learning disabilities, and to evaluate the impact of an individualized remedial program for these children. The report describes and discusses project-related activities and the implications which may be derived from these experiences and empirical findings, and constitutes a final statement on the first phase of the project. The first part presents the demonstration and training facets, which focuses on efforts to provide individualized instruction in special classroom settings and describes the next phase of the project which will incorporate demonstration, training, and research activities directly in the general public school classrooms. Also included are appendixes on creative writing, the student as teacher, videotape recorders, and other programs utilizing closed circuit television. (Author/KJ)

ABSTRACT 22096

EC 02 2096 ED 034 237
Publ. Date Aug 69 174p.
Feshbach, Seymour And Others
A Training, Demonstration and Research Program for the Remediation of Learning Disorders in Culturally Disadvantaged Youth. (In 2 parts.) Final Report.
California University, Los Angeles, Department Of Psychology
California State Department Of Education, Sacramento, Office Of Compensatory Education
EDRS mf,hc

Descriptors: exceptional child research; academically handicapped; achievement; achievement gains; behavior; cognitive processes; cultural disadvantagement; elementary school students; junior high school students; learning disabilities; motivation; remedial programs

This project focuses on the empirical findings regarding achievement, cognitive, motivational, and behavioral similarities and differences between the culturally disadvantaged and the more advantaged with learning disabilities, before and after remediation, as well as the changes which accrued from the remedial programs; and discussion of the implications of these findings for some of the basic issues relevant to educating the disadvantaged and the educationally handicapped. The major findings may be summarized as indicating that, under appropriate conditions, the disadvantaged students learned and performed as effectively as their advantaged counterparts with learning disabilities, and manifested similar basic attitudes concerning the value of education. Taken as a whole, the study is seen as providing evidence in support of the favorable consequences of integration for disadvantaged youngsters and of comprehensive education programs, as contrasted with piecemeal efforts. (Author/KJ)

ABSTRACT 22189

EC 02 2189 ED 037 841
Publ. Date 68 25p.
Patterson, Natalie E., Comp.
Multi-Sensory Approach to Reading Disabilities.
Fayette County Public Schools, Lexington, Kentucky, Division Of Instructional Services
EDRS mf,hc

Descriptors: exceptional child research; learning disabilities; identification; intervention; remedial reading programs; reading difficulties; language arts; resource teachers; remedial reading; motor development; referral; teaching methods; instructional materials; minimally brain injured; dyslexia; emotional problems

Educational diagnostic methods were used to screen children evidencing minimal brain damage, dyslexia, or emotional problems. Of 750 children, 15% had such difficulties; they received a highly structured language arts program in homogeneous transition groups while remaining in their usual homeroom. In addition, they participated in motor training and a rhythm and patterning program. Academic gains resulted in various areas; reading ages increased an average of 1.7. Appendixes, comprising about two-thirds of the document, provide the referral form and an explanation of it along with descriptions of methods and materials used in the three programs. (JD)

ABSTRACT 22193

EC 02 2193 ED 037 845
Publ. Date 68 248p.
Focus on Children with Underdeveloped Skills: End of Budget Year Report.
Montgomery County Board Of Education, Rockville, Maryland
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf,hc
OEG-0-8-051460-2834
BR-68-05146-0

Descriptors: exceptional child research; learning difficulties; identification; intervention; learning disabilities; resource teachers; professional training; program coordination; preschool children; student evaluation; health; screening tests; language development; academic achievement; family background; perceptual motor learning; learning readiness; adjustment (to environment)

Serving prekindergarten through grade 5, the project was designed to improve the educational performance of children with learning problems (without regard to categorical labels) and thus support the work of the classroom teacher in the child's normal school setting. Team screening processes were developed to identify preschool or school age children with learning problems; assessment, intervention, and followup procedures were also developed, involving teaching teams and resource staff. In addition, continuing staff development and training procedures were provided for project personnel; the project was coordinated and integrated with the school system and the community; a record system was designed as a model for information collection, storage, and retrieval; and project evaluation procedures were developed and applied in terms of outcomes for individual children and for the school system. Appendixes, comprising over half of the document, provide forms and other project material. (Author/JD)

ABSTRACT 22217

EC 02 2217 ED 037 869
Publ. Date 69 27p.
Sapir, Selma
Learning Disability and Deficit Centered Classroom Training.

Columbia University, New York, New York, Teachers College
EDRS mf, hc
RR-V1-N2

Descriptors: exceptional child research; learning disabilities; sensory training; academic achievement; student evaluation; intelligence; perceptual development; perceptual motor coordination; psycholinguistics; language ability; sex differences; minimally brain injured; teaching methods

Eighteen first grade children (10 boys and eight girls, IQ's 91 to 128) who evidenced a developmental deficit on the Sapir Developmental Scale were placed in one of two groups. Twelve children in an experimental group comprised a self contained class and were given deficit centered training. The six in the control group were placed with 12 children without problems and given the traditional curriculum without deficit centered training. In the deficit centered program emphasis was placed on sensory stimulation in a carefully planned environment. The experimental group did significantly better on many, but not all of the intellectual, perceptual, and language tests; but data on academic achievement failed to show significant differences. Two factors are noted which might have contributed to the results: children who develop unevenly may have a distinctive learning pattern and process information differently, and neurological impairment could have a negative effect on academic performance regardless of WISC IQ. These factors and questions raised by the study are discussed. (RJ)

ABSTRACT 22320

EC 02 2320 ED N.A.
Publ. Date Nov 69 28p.
Senf, Gerald M.
Development of Immediate Memory for Bisensory Stimuli in Normal Children and Children with Learning Disorders. Developmental Psychology Monograph.
American Psychological Association, Washington, D. C.
EDRS not available
Developmental Psychology Monographs; V1 N6 Part 2 P1-28 Nov 1969

Descriptors: exceptional child research; learning disabilities; dyslexia; memory; aural stimuli; visual stimuli; recall (psychological); thought processes; cognitive processes

To investigate memory and attention differences between retarded and adequate readers, an audiovisual analogue of dichotic listening presented three pairs of simultaneous, discrepant item pairs for free and directed recall. Forty eight boys with reading disabilities and a normal control group were studied. The greatest difference between groups was the weakness of the learning disabled boys to form audiovisual units with which to structure their recall. Analysis suggested that these subjects had two separate storage systems, one for auditory and one for visual stimuli. They preferred auditory stimuli, possibly due to constant failure with reading material. The experimental group also made a disproportionate number of ordering errors; both groups were able to benefit from redundancy. Additional results and interpretations are reported. (RJ)

ABSTRACT 22437

EC 02 2437 ED 033 757
Publ. Date Sep 68 21p.
Ayres, A. Jean
Effect of Sensorimotor Activity on Perception and Learning in the Neurologically Handicapped Child. Final Progress Report.
University Of Southern California, Los Angeles
Children's Bureau (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; academically handicapped; behavior patterns; elementary school students; learning disabilities; neurological defects; perceptual motor coordination; perceptual motor learning; sensory training; academic achievement

Because some learning disorders in children may be associated with perceptual-motor dysfunction, the study tested the effects of sensorimotor treatment on learning disorders and explored the nature of neurodevelopmental disorders. In Part One, 64 neuromuscular, perceptual, and cognitive measurements made on 36 educationally handicapped children with normal IQ's were subjected to Q-technique factor analysis. The two major patterns of deficits associated with low academic achievement were auditory, language, and sequencing, and postural and bilateral integration. Part Two sought syndromes of dysfunction from an R-technique factor analysis of perceptual-motor test scores. Q-analysis subjects and additional children with academic problems were tested. Emerging factors represented types of statistical associations among behavioral parameters apt to be affected by neurodevelopmental disorders. Part Three hypothesized that educationally handicapped children in special classes receiving sensorimotor training show a greater change in perceptual-motor, language, and academic achievement scores than children receiving the equivalent amount of additional classroom instruction. Test scores failed to support this hypothesis. The major contribution of the entire project was the identification of postural and bilateral integration deficit which interfered with learning. (JF)

ABSTRACT 22500

EC 02 2500 ED N.A.
Publ. Date May 70 12p.
Davis, Bette Joe
Differential Language Behavior Patterns and Diagnostic Evaluation.
EDRS not available
Journal Of Learning Disabilities; V3 N5 P264-75 May 1970

Descriptors: exceptional child research; language handicapped; educational diagnosis; language tests; evaluation methods; autism; schizophrenia; minimally brain injured; mentally handicapped

Twenty-four language handicapped children (aged 3.2-6.2 years) were examined by means of clinical observations, performance on the language inventory, and administration of the Vineland Social Maturity Scale to their parents. On the basis of these measurements, categories of autistic, schizophrenic, brain-injured, and retarded were ascribed to each individual. The diagnostic and treatment implications of differential language behavior patterns were explored, and patterns of observed behavior were emphasized as a focus in planning for clinical intervention. (Author/RD)

ABSTRACT 22540

EC 02 2540 ED 038 810
Publ. Date Jun 69 84p.
Freund, Janet W.
Survey and Recommendations on Learning Disabilities for Township High School District No. 113, Highland Park, Illinois.
Township High School District No. 113, Highland Park, Illinois
EDRS mf,hc

Descriptors: exceptional child research; learning disabilities; educational programs; school services; research reviews (publications); resource teachers; intervention; program planning; identification; learning characteristics; program effectiveness; program administration; special classes

Seven of 14 high school students with learning disabilities were placed in a resource room. Results were mixed, but staff affirmed the need for a special program. Learning disability programs in the elementary schools underlying the high school were proposed. Also, programs at 12 other high schools were reviewed along with the literature on the nature and elements of learning disabilities and on methods of intervention. Areas for research were suggested and specialists were consulted regarding a proposed learning action-research center. The resulting recommendations for the center concerned diagnosis, remediation, facilities and materials, staff, coordination, demonstration, and community and university involvement. (JD)

ABSTRACT 22665

EC 02 2665 ED N.A.
Publ. Date Apr 69 18p.
Padalino, Jane P.
A Program for the Identification and Remediation of Perceptual Deficiencies in Kindergarten and Primary Grade Students. Second Interim Progress Report.
Union Township Board Of Education, Union, New Jersey
Office Of Education (DHEW), Washington, D. C.
EDRS not available
OEG-3-7-703564-4312
Union Township Board Of Education, Union, New Jersey 07083.

Descriptors: exceptional child research; learning disabilities; kindergarten children; elementary school students; prevention; perceptually handicapped; perceptual development; sensory training; identification; inservice teacher education; screening tests; Elementary and Secondary Education Act Title III

Screening procedures to identify all incoming kindergarten children with a perceptual deficit were conducted during the second summer of the study in basically the same manner as during the first summer. A total of 840 children were screened; 121 were selected for intensive perceptual training. Regular control and Hawthorne control groups were established. A structured program of perceptual training was provided to all kindergarten and primary grade children. All kindergarten and primary grade teachers received inservice training in methods and techniques of perceptual training by means of observations, workshops, and provision of special teaching aids. Video tapes for diagnostic and demonstration purposes were distributed. For the initial year of the study, mean difference between pre and post test results for 172 program children and 500 nonprogram children was extremely significant, yielding a T-statistic of 9.17. Comparisons of mean growth on 10 individual subtests were made for four groups of matched pairs. There were enough differences at the .05 level of significance in favor of the experimental groups to rule out chance factor or suggestion that children improved who tested low and had more room for growth. A detailed statistical analysis will be available later in the course of this longitudinal study. (MS)

ABSTRACT 22692

EC 02 2692 ED N.A.
Publ. Date 70 23p.
Reed, James C. And Others
Teaching Reading to Brain-Damaged Children: A Review.
Tufts University, Medford, Massachusetts, School Of Medicine
Social And Rehabilitation Service (DHEW), Washington, D. C.
EDRS not available
Reading Research Quarterly; V5 N3 P379-401 Spr 1970

Descriptors: exceptional child education; literature reviews; minimally brain injured; reading; teaching methods; retarded readers; research needs; clinical diagnosis; remedial reading

Literature from January 1960 through July 1969 on experimental studies on brain damage and reading is reviewed. Considered are problems in identification of brain damage, procedures in the neurological examination, and limitations of neurological criteria information. Specific studies on brain damage and reading are examined. Standards for documentation of brain damage in research studies on teaching reading to brain-damaged children are recommended. A glossary of terms is included. (MS)

ABSTRACT 22852

EC 02 2852 ED N.A.
Publ. Date 66 63p.
Farnham-Diggory, Sylvia
Self, Future, and Time: A Developmental Study of the Concepts of Psychotic, Brain-Damaged, and Normal Children. Monographs of the Society for Research in Child Development, Serial No. 103, Vol. 31, No. 1.
EDRS not available
University Of Chicago Press, 5750 Ellis Avenue, Chicago, Illinois 60637 ($3.00).

Descriptors: exceptional child research; minimally brain injured; emotionally disturbed; psychotic children; self concept; time perspective; objectives; death; expectation; self evaluation

Described is a study examining similarities and differences among brain-damaged, psychotic, and normal children on the following: the present self, time (duration and perspective, and the decision to wait), the future self (goals and plans, and growing), and the end of self. Theory, procedures, and results are discussed separately for each. Information is given on 24 brain damaged children, 24 psychotic children, and 48 normal children (matched to the nonnormal children) used as subjects and on the eight instruments used to obtain data. Results and statistical analyses are presented and discussed. (MS)

ABSTRACT 22894

EC 02 2894 ED 040 546
Publ. Date 69 150p.
Chalfant, James C.; Scheffelin, Margaret A.
Central Processing Dysfunctions in Children: A Review of Research. NINDS Monograph No. 9.
Illinois University, Urbana, Institute For Research On Exceptional Children
National Institute Of Neurological Diseases And Stroke (DHEW), Bethesda, Maryland
EDRS mf
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($1.25).

Descriptors: exceptional child research; learning disabilities; research reviews (publications); neurological defects; medical research; learning processes; sensory integration; symbolic learning; research needs; memory; auditory perception; visual perception; haptic perception; language development; written language; information processing

Research on central processing dysfunctions in children is reviewed in three major areas. The first, dysfunctions in the analysis of sensory information, includes auditory, visual, and haptic processing. The second, dysfunction in the synthesis of sensory information, covers multiple stimulus integration and short-term memory. The third area of research, dysfunctions in symbolic operations, concerns auditory language, decoding and encoding written language, and quantitative language. In addition, research needs are summarized. (JD)

ABSTRACT 23255

EC 02 3255 ED N.A.
Publ. Date 65 149p.
The Child with Central Nervous System Deficit. Report of Two Symposiums.
Welfare Administration (DHEW), Washington, D. C., Children's Bureau
EDRS not available
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($.75).

Descriptors: exceptional child research; neurologically handicapped; medical treatment; motor reactions; etiology; physiology; growth patterns; pathology; anatomy; neurological defects; medical research; motor development; medical evaluation; evaluation methods; mentally handicapped; cerebral palsy; genetics

The publication examines expanding knowledge about the treatment of children with central nervous system deficits, focusing on etiological factors, developmental and growth patterns, and anatomical, physiological, and pathological evidence. The introductory paper explores the scope of the problem, demonstrating its complexity and ramifications. Several articles investigate causal factors, including genetic and metabolic factors and perinatal problems. There are presentations of physiological and anatomical material such as the sensory role of muscle spindles, the physiology of sensation, postural integration at spinal levels, attitudinal reflexes, proprioceptive, vestibular, and cerebellar mechanisms involved in the control of movement, and mechanisms of motor learning. The development of motor functioning is analyzed from the standpoint of normal, as well as abnormal, motor development, also including information on muscle activity and the plasticity of the nervous system in early childhood. One author considers problems of mental retardation in the child with central nervous system deficit. Several papers examine diagnostic and evaluative procedures. These discussions include essential factors, patterns for the assessment of motor performance, specific tests and tools, and an assessment chart with instructions for administering the test. (JM)

ABSTRACT 23302

EC 02 3302 ED N.A.
Publ. Date Mar 70 29p.
Salzinger, Kurt And Others
Training Parents of Brain-Injured Children in the Use of Operant Conditioning Procedures.
New York State Department Of Mental Hygiene, New York
EDRS not available
Behavior Therapy; V1 N1 P4-32 Mar 1970

Descriptors: exceptional child research; neurologically handicapped; operant conditioning; parent participation; behavior change; behavior problems; parent education; parental background

Parents of brain-injured children were trained in operant conditioning techniques, so that they could provide functional descriptions of their children's problem behaviors and then formulate and carry out behavior modification programs. Background characteristics were obtained and various tests and observations made of the parents and children in order to find objective correlates of the parents' performance and the children's response to the programs. All parents who carried out the modification programs reported them effective. Others did not comprehend or keep records, or simply did not carry out the programs. Success was related to parents' educational level and to their performance on written tests of knowledge about operant conditioning and verbal ability. Implications for parent training are discussed. (KW)

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